

Teachers' views on teaching modern Kazakh stories over national values

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Abstract

It is extremely important to bring national and universal values to young individuals from an early age. This study aims to evaluate the views of teachers about teaching modern Kazakh stories over national values. The qualitative research method was used in the research. The study group of the research consisted of 40 primary school teachers working in Almaty, Kazakhstan. Research data were collected with a semi-structured interview form prepared by the researchers. As a result of the research, teachers expressed patriotism, customs, love of the flag, national holidays, historical awareness, historical artifacts, national sports, and handicrafts as values that can be taught to students through Kazakh stories. Teachers expressed the advantages of teaching national values with Kazakh stories as empathy, critical thinking, using imagination, developing reading, understanding and listening, effective teaching, material diversity, convenience in value teaching, and value reinforcement.

Keywords; Modern Kazakh stories; national values; teacher opinions, values education.

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1. Introduction

It is extremely important to bring national and universal values to young individuals from an early age. In this regard, family, close environment, and educational institutions have great responsibilities. Children need guidance so that they can learn the truth and adopt what behaviors are acceptable to other people. Values education comes to the fore at this stage. To raise individuals who have adopted basic human values; is seen among the main duties of family, society, and school (Ateequ, 2017).

1.1. Theoretical and conceptual framework

Values are enduring beliefs that indicate whether certain behaviors or outcomes are personally or socially acceptable (Rokeach, 1973). Values are at the forefront of the elements that sustain a society and connect the members of the society (Schwartz, 1992). Values education, on the other hand, aims to strengthen the transfer of values in education through the education program and the moral climate in the school (Elci & Uzunboylu, 2020). In this context, values education focuses on the development of students' values. Therefore, values education means specific ideas about the values necessary for the student (Veugelers, 2000). Values, in addition to their universal qualities, are also called national values according to their perception by societies. Every nation expects its individuals to acquire their values in the acculturation process and to reach universal values after adopting their values (Karatay, 2011).

Children need to learn the reasons for the events and situations around them. Stories also provide the chance to learn new ideas and concepts that will attract children's attention through the characters, role models, various events, and moral dilemmas depicted in them (Rahim & Rahiem, 2012). Thus, children learn without fear. The individual who can take a share from a story also reflects these gains to his own life through case studies. From this point of view, stories have the potential to be one of the most effective ways to introduce values to children. Through story-reading or listening activities, students will grasp not only examples of good and bad, rules and punishments, but also the importance of thinking, problem-solving, weighing, and empathizing before taking action (Rahim & Rahiem, 2012).

Stories capture learners' attention, arouse their interest, and raise questions that lead to discussion and reflection on values (Sanchez, 1998). There are many reasons for using stories as an educational tool. First of all, stories carry a message to convey to people. The stories, with their spiritual, historical, psychological, philosophical, and sociological meanings, reveal that they are an attractive and binding educational method. Stories entertain, excite, cheer, explain and teach. For this reason, stories have been used to know, understand and remember to raise awareness from prehistory to the present. In other words, storytelling is a basic necessity of life. Therefore, the inclusion of values in stories and the power of storytelling make a literary-based approach to values education meaningful (Cates, 2008).

1.2. Related research

It is important to research in this field to make values education more effective, to reveal the problems experienced, and to propose solutions to these problems. Thornberg (2008) investigated teachers' perceptions of values education practices. According to the research findings, values education practices were seen as problematic in some respects. In the research, it is emphasized that values education is given mostly or partially unconsciously. In addition, the results of the research revealed that there is a lack of professional knowledge in the field of values education among teachers. Kutlucan, Cakir, and Unal (2018) in their study titled "Action research on values education given with digital storytelling" aimed to determine whether using digital storytelling to teach values education

subjects to students is effective or not, and to determine the reflections of how students learn. According to the observations and the opinions of the teachers, it was concluded that the negative behaviors in the classroom decreased to a certain extent, especially in some students, the changes were understood more concretely.

Lee et al. (2014), by “Can classical moral stories promote honesty in children?” In this study, the effect of stories containing moral messages on students' honest behavior was investigated. In the study, students were asked to guess what a toy is without looking at it, and the students were left alone, but it was seen that the majority of the students looked at the toy. Then, the students were read stories about the positive aspects of honesty and the negative consequences of being dishonest. As a result of the research, it was concluded that the stories about the positive results of honesty had a positive effect on the students.

Kasapoglu (2013) investigated the effect of values education with stories at school in his study. In the research, through the educational stories of the students, it was concluded that they have the opportunity to examine, analyze and explain the concepts and events that are related to real life, which are presented to them as stories, and this situation has a positive effect on the students.

1.3. Purpose of the research

This study aims to evaluate the views of teachers on the teaching of modern Kazakh stories over national values. Accordingly, the following sub-objectives were determined.

1. What are the primary school teachers' views on national values that can be taught to students through Kazakh stories?

2. What are the primary school teachers' views on the advantages of teaching national values with Kazakh stories?

3. What are the opinions of primary school teachers about the disadvantages of Kazakh stories in teaching national values?

4. What are the views of primary school teachers about innovative methods of teaching Kazakh stories of national values?

2. Method and Materials

In this part of the research, the method determined to evaluate the views of primary school teachers on teaching modern Kazakh stories over national values is detailed.

2.1. Research method

In this study, the views of primary school teachers were analyzed using the qualitative research method. Qualitative research deals with the details and depth of the information, rather than the generalization or universal dimension of the information, and the best way to express the examined phenomenon (Connelly, 2016). The research process consists of the stages of realizing the problem, determining the details of the problem by analyzing it, choosing the approach for problem-solving, designing the study, data collection, classification and analysis of the data, interpreting the data, and reporting the data (Creswell, 2002). After the qualitative research process started, three important situations were taken into account. First of all, a detailed theoretical framework should be created that will form the basis of the research and define the research topic. Then, a systematic, feasible, and flexible research strategy in terms of time and other possibilities was developed. Finally, taking into

account the readership, the research has been consistently reported in a clear and understandable language that the reader can comprehend (Bengtsson, 2016).

2.2. Participants

In the study, the "purposive sampling" selection was used. In this type of sampling, the researcher uses his judgment about who will be selected and takes those who are suitable for the research into the sample. Purposive sampling facilitates detailed examination of situations that are thought to contain rich information (Guba & Lincoln, 1994). The study group of the research consists of 40 primary school teachers working in Almaty, Kazakhstan. The teachers who participated in the study group of the research participated completely voluntarily. Demographic characteristics of the study group selected by the purposive sampling method are given in Table 1 and Table 2.

Table 1

Gender and experience distribution of primary school teachers

Experience	Gender		Sum
	Female	Male	
1-5 Years	2	3	5
6-10 Years	8	4	12
11-15 Years	11	5	16
16 Years +	5	2	7
Sum	26	14	40

In Table 1, demographic distributions of primary school teachers participating in the research regarding experience and gender distribution are given. 5 of the teachers have 1-5 years, 12 of them 6-10 years, 16 of them 11-15 years and 7 of them have 16 years or more experience. In addition, 26 of the primary school teachers are female and 14 are male.

2.3. Data collection tools

Research data were collected with a semi-structured interview form prepared by the researchers. Semi-structured interview forms contain specific and few questions; developing predetermined behavior charts for observations; It is important to prepare information notes showing which criteria should be handled and how for text and speech analysis (Eysenbach & Kohler, 2002). In this direction, as a result of the literature review conducted by the researchers, the questions intended to be included in the semi-structured interview form were formed. The questions created were examined by 2 faculty members who experts in the field of values education are, and necessary corrections were made. The semi-structured interview form was created after it was applied to 3 primary school teachers, and it was checked whether any points were not understood in the questions. After the expert opinions and the pilot application, the final version of the semi-structured interview form was created. A semi-structured interview form is included in the Annex-1 part of the study.

2.4. Data collection process

In the 2021-2022 academic year in Almaty, Kazakhstan, 40 primary school teachers, who were teaching in various primary schools, were contacted through the school they were teaching, and they were informed about the content of the research. Then, a research volunteer participation form was sent to the teachers via e-mail, and they were asked to sign and send it back to the researchers. After the teachers' delivery of the research volunteer participation form to the researchers was completed, the data collection phase was started.

The application of the semi-structured interview form, which was used as a data collection tool in the research, to the study group of the research took place in approximately 6 weeks. Due to the health measures taken in line with the Covid-19 pandemic process, interviews with primary school teachers were carried out via Skype. The one-to-one interviews held in the time zone agreed by the teacher and the researcher lasted approximately 40 minutes. At the beginning of the interview, permission was requested from the teachers so that the interviews could be recorded. Then, the questions in the semi-structured interview form were directed to the primary school teachers who participated in the research. The interview process was recorded, and the researchers then transferred the answers given by the primary school teachers to the semi-structured interview form without any changes.

2.5. Data analysis

In this study, content analysis, which is widely used in the analysis of data collected in qualitative research, was used. Content analysis is the careful, detailed, and systematic examination and interpretation of data to identify patterns, themes, biases, and meanings related to the core of the research. The purpose of content analysis is to reach the concepts and relationships that can explain the data obtained through the views of the participants and the file and document analysis. In content analysis, it is essential to bring together similar data within the framework of certain concepts and themes and organize them in a way that the reader can understand (Baltaci, 2017). Tables were created by bringing together the data obtained from the semi-structured interview form within the framework of themes and concepts. Data are presented in the form of frequencies and percentages. In addition, each of the primary school teachers was numbered and their views were directly included under the tables without specifying their names and surnames.

3. Results

In this part of the study, the answers of primary school teachers to the questions in the semi-structured interview form were evaluated.

In Table 2, demographic information about the class distribution of primary school teachers participating in the research is given. 20% of the teachers teach 1st grade, 42.5% 2nd grade, 15% 3rd grade, and 22.5% 4th-grade students.

Table 2: *Class distribution of primary school teachers*

Class distribution	F	%
1.Class	8	20
2.Class	17	42,5
3.Class	6	15
4.Class	9	22,5
Sum	40	100

In Table 3, the views of the primary school teachers participating in the research on national values that can be taught to students with Kazakh stories are evaluated.

Table 3: Views of teachers on national values that can be taught to students through Kazakh stories

National Values	F	%
Love of country	37	92,5
Traditions and customs	30	75
Love of the Flag	28	70
National festivals	23	57,5
History Consciousness	14	35
Historical monuments	11	27,5
National Sports	9	22,5
Handicrafts	4	10

In Table 3, the views of the primary school teachers participating in the research on national values that can be taught with Kazakh stories are given. 92.5% of the teachers participating in the research are patriotic, 75% are traditions and customs, 70% are devoted to love, 57.5% are national holidays, 35% are historical awareness, 27.5% are historical artifacts, 22.5% national sports and 10% handicrafts.

In the semi-structured interview form of some primary school teachers who participated in the research, "What do you think are the national values that can be taught with Kazakh stories?" Their answers to the question are given below with direct quotations.

Code-4: I think that the most important national values are patriotism, love of flags, and national holidays. Of course, we also have traditions and customs. I think that these values can be taught to students through Kazakh stories.

Code-11: Values that should be taught with Kazakh stories are patriotism, historical awareness, historical artifacts, national sports, customs, and traditions. Children can easily learn these values through stories.

Code-20: Teaching national values through stories allows students to recognize and adopt values. Through the heroes in the stories, students can be taught about patriotism, national sports, handicrafts, love of flags, and our history.

Code-37: Within the framework of the hidden curriculum, it is possible to reinforce the values taught to students through textbooks with stories. Our traditions and customs, love of country and flag, our national holidays, historical artifacts can be emphasized in the stories so that the student can reinforce these values.

In Table 4, the views of primary school teachers participating in the research on the advantages of teaching national values with Kazakh stories were evaluated.

Table 4: Teachers' views on the advantages of teaching national values with Kazakh stories

Theme	Sub-Theme	F	%
Advantages for students	Empathy	32	80
	Critical Thinking	17	42,5
	Using Your Imagination	13	32,5

	Improving Comprehension, Listening	Reading, and	5	12,5
Advantages for the teacher	Effective Teaching		23	57,5
	Material Variety		10	25
Advantages in terms of values education	Convenience in Teaching	Value	15	37,5
	Ease in Reinforcing Values		9	22,5

In Table 4, the views of primary school teachers participating in the research on the advantages of teaching national values with Kazakh stories are categorized. Teachers evaluated the advantages in terms of students, teachers, and values education. Teachers have listed the advantages of teaching national values with Kazakh stories as 80% empathy, 42.5% critical thinking, 32.5% using imagination, and 12.5% improving reading, understanding, and listening. Teachers; They stated that 57.5% of effective teaching and 25% of material diversity are the advantages of teaching national values with Kazakh stories for teachers. Teachers; They stated that 37.4% ease in value teaching and 22.5% ease in reinforcing values have advantages in terms of values education of teaching national values through Kazakh stories.

In the semi-structured interview form of some primary school teachers who participated in the research, "What are your views on the advantages in teaching national values with Kazakh stories?" Their answers to the question are given below with direct quotations.

Code-3: While students learn national values through Kazakh stories, they learn to empathize with the heroes of the story. They develop their imagination. In addition, reading, comprehension, and listening skills are developed. Teachers, on the other hand, provide an effective teaching opportunity.

Code-17: I think it has many advantages. I think the most important advantages are that students approach the stories critically, empathize with the heroes in the stories, ease in teaching values, and the diversity of the teacher's use of materials in teaching.

Code-23: The most challenging part of values education is the reinforcement of values. I think it will be easier to reinforce national values with Kazakh stories. I also think that it is an effective teaching method that teachers should use frequently.

Code-40: Kazakh stories an effective teaching method in teaching national values. Through these stories, teachers can also make it easier for students to make inferences by enabling them to identify with the heroes in the stories.

In Table 5, the views of primary school teachers participating in the research on the disadvantages in teaching national values with Kazakh stories were evaluated.

Table 5: *Opinions of teachers about the disadvantages in teaching national values with Kazakh stories*

Theme	Sub-Theme	F	%
Disadvantages for the teacher	Teacher's inexperience	31	77,5
	Time limitation	23	57,5
	Difficulty in choosing material	16	40

In Table 5, the views of the primary school teachers participating in the research on the disadvantages in teaching national values with Kazakh stories were evaluated only in the category of disadvantages for the teacher. Teachers stated that 77.5% of the teachers were inexperienced, 57.5% of the time was limited, and 40% was the difficulty in choosing materials as disadvantages for the teacher in teaching national values with Kazakh stories.

In the semi-structured interview form of some primary school teachers who participated in the research, "What are your views on the disadvantages in teaching national values with Kazakh stories?" Their answers to the question are given below with direct quotations.

Code-2: I think the teachers do not have experience in teaching national values with Kazakh stories. I think this is the biggest disadvantage.

Code-9: Teachers need additional time to plan and program on teaching national values through Kazakh stories. Applications that take time to choose the right stories and use these stories in teaching.

Code-10: We have various applications related to values education in the course contents. However, teaching national values through Kazakh stories requires a separate experience. This shortcoming can be a disadvantage.

Code-33: It takes a lot of time to make these applications professionally. Applications that require time to determine the values to be taught, to select or design the story according to the determined values. This can be a challenging situation for the teacher.

In Table 6, the views of primary school teachers participating in the research on innovative methods in teaching national values with Kazakh stories were evaluated.

Table 6: *Opinions of teachers on innovative methods in teaching national values with Kazakh stories*

Innovative Methods	F	%
Values education through digital stories	35	87,5
Enabling the student to design a story about values education	29	72,5
Providing teachers with story design training on values education	22	55
Drama activities in teaching national values with stories	15	37,5
Curriculum enrichment on values education with Kazakh stories	8	20

In Table 6, the views of primary school teachers participating in the research on innovative methods in teaching national values with Kazakh stories are categorized. 87.5% of the teachers defined values education through digital stories as an innovative method. 72.5% of the teachers suggested that the students design a story on values education and 55% suggested that they give teachers training on designing a story on values education. 37.5% of the teachers defined drama activities as an innovative method in teaching national values with stories.

“What are your views on innovative methods in teaching national values with Kazakh stories?” in the semi-structured interview form of some primary school teachers who participated in the research. Their answers to the question are given below with direct quotations.

Code-16: When we look at it in terms of innovative approaches, I think that digital stories can attract the attention of students. I recommend digital stories because of their features of facilitating students' learning at home and being a new application in values education.

Code-18: Values education can be given through digital stories. In-service training should be provided to enable teachers to design stories in the teaching of national values.

Code-28: Teaching national values through Kazakh stories is possible by including more of these practices in the curriculum. Values education with digital stories has started to become widespread recently. These applications can be used. In addition, by organizing drama activities, the stories can be animated by the students by including national values.

Code-38: It can be an effective method to have students design stories that contain national values. In addition, this method allows students to learn national values, while at the same time improving their creativity.

4. Discussions

The primary school teachers participating in the research expressed the national values that can be taught to the students with Kazakh stories. They categorized them as patriotism, traditions, and customs, flag love, national holidays, historical awareness, historical artifacts, national sports, and handicrafts. The views of the primary school teachers participating in the research on the advantages of teaching national values with Kazakh stories were evaluated in three categories: student, teacher, and values education.

Empathy, critical thinking, using imagination, and improving reading comprehension and listening were categorized by teachers as advantages for students, and effective teaching and material diversity as advantages for teachers. In addition, teachers expressed ease in value teaching and ease in reinforcing values as an advantage in terms of values education. In Wilson's (1994) research, the most common message conveyed through stories is that good things happen to good people and bad things happen to bad people. In the research, it was stated that some stories can activate passions and emotions that we cannot feel for ourselves through events such as pain or victory, but that we can obtain by reading the lives of others. As a result of the research, it has been revealed that these stories unite around the values surrounding all humanity and develop empathy. According to Bennett (2013), stories provide concrete details for understanding moral issues by developing imagination; developing problem-solving and analytical thinking skills; creates a sense of moral obligation through empathy and other emotions; it also has a stake in reducing disagreements and uncertainties through tolerance in the moral reasoning process.

The primary school teachers who participated in the research stated the inexperience of the teacher, the time limitation, and the difficulty in choosing materials as disadvantages in teaching national values with Kazakh stories. O'Sullivan (2004) stated in his study that narrative literary works play an important role in transferring value. However, he emphasized that it is necessary to choose quality stories so that they are both perfect in form and strong in essence, rich in dramatic or exciting content.

When the opinions of the teachers participating in the research on innovative methods in teaching national values with Kazakh stories were evaluated, it was seen that the majority of the

teachers recommended values education through digital stories. Teachers stated that enabling students to design stories about values education and teaching teachers to design stories about values education can be innovative methods. Drama activities in teaching national values with stories and curriculum enrichment with Kazakh stories are also considered by teachers as innovative methods in teaching national values with Kazakh stories. Alcantud-Díaz (2013) stated in his study that digital stories are a positive and constructivist tool that has a great impact on students' value learning.

5. Conclusion

Today, values education emerges as an area whose importance is increasing day by day, with the perception of citizenship at the universal and national levels. Value acquisition begins in the early childhood period of the individual's life and is carried out in a more professional structure by using educational methods in the primary school period. The effect of stories and learning through stories has an extremely important place in children's lives. In this direction, in this research; Teachers' views on teaching modern Kazakh stories over national values were evaluated. As a result of the research; teachers expressed patriotism, traditions, customs, love of flag, national holidays, historical awareness, historical artifacts, national sports, and handicrafts as values that can be taught to students through Kazakh stories.

Teachers expressed the advantages of teaching national values with Kazakh stories as empathy, critical thinking, using imagination, developing reading, understanding and listening, effective teaching, material diversity, convenience in value teaching, and value reinforcement. The inexperience of the teachers, the time limitation, and the difficulty in choosing the materials was stated as the disadvantages of teaching national values with Kazakh stories. Finally, teachers want to provide values education through digital stories, to enable students to design stories about values education, to provide teachers with story design training, to use drama activities in the teaching of national values with stories, to enrich the curriculum for values education with Kazakh stories, innovative methods in teaching national values with Kazakh stories.

6. Recommendations

The results obtained from the research reveal the necessity of taking some measures to eliminate the disadvantages in teaching modern Kazakh stories over national values. In-service training programs should be organized to enable teachers to gain experience in teaching modern Kazakh stories over national values and to use time effectively, and provide them with the ability to design stories about values education. In teaching modern Kazakh stories over national values, support services should be provided to teachers in choosing materials. Expanding the use of digital stories in values education, encouraging students to design stories, using drama activities effectively in teaching national values with stories, and enriching education curricula in this direction will be effective in teaching modern Kazakh stories over national values.

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Annex-1

Teacher Semi-Structured Interview Form

Teacher's gender:

Student experience:

Teacher's classroom:

1. What national values do you think can be taught through Kazakh stories?

Response:.....
.....

2. What are your views on the advantages of teaching national values through Kazakh stories?

Response:.....
.....

3. What are your views on the disadvantages of teaching national values with Kazakh stories?

Response:.....
.....

4. What are your views on innovative methods in teaching national values with Kazakh stories?

Response:.....
.....